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*The Bernards of Abington and Nether Winchendon: a Family History.* By MRS. NAPIER HIGGINS. Volumes III and IV. (London: Longmans, Green, and Company. 1904. Pp. x, 363; ix, 342.)

WITH the disappearance of Governor Bernard from the stage in volume II of this series it seemed probable that the career of the Bernards, whether of Abington or of Nether Winchendon, would be of little interest to American readers. Such, however, is not the case. Setting aside as of minor consequence the story of Sir Scrope Bernard's life, the greater part of which was spent in public service, much of it in fact as a member of Parliament, the attention of the reader will be fastened upon the many philanthropies with which the name of Sir Thomas Bernard is associated. Those who have read the second volume of this series will remember that Thomas Bernard, a son of the governor, was summoned from Harvard College to serve in Boston as the private secretary of his father. This Thomas Bernard was our philanthropist; and the limits imposed upon this review would not permit even a list of the many benevolent works with which his name was connected. It is interesting to note that he was quick to appreciate the value of the investigations of that distinguished native of Massachusetts, Count Rumford, with whom he was associated in the formation of the Royal Institute, and from whose published works he made free use of that part devoted to the subjects of food and fuel, the value of which to-day is seldom recognized at its true worth. At the Foundling Hospital in London, of which he was treasurer, he adopted the Rumford grates and established a Rumford eating-house. This charity had been founded by Thomas Coram, a name intimately associated with Massachusetts history, and the hospital had a short time before acquired an estate near Bernard's Bloomsbury residence. To this estate Bernard repaired, and there with his wife he lived for many years in order that he might directly oversee the lives of the children in the care of the institution. His varied interests comprehended, among other topics, prevention of mendicity; improvement of the treatment of prisoners; protection of chimney-sweeps and factory children; and providing facilities for vaccination—in short, there was no question under consideration in his day bearing upon the amelioration of the condition of the poor and the oppressed with which his name was not associated. Moreover his extraordinary power of interesting others in his work led to conspicuous success in the formation of societies, and caused a contemporary writer to remark that he had made benevolence fashionable. Through copious extracts from the many publications of Bernard the author of these volumes has succeeded in giving an idea of the life of this remarkable man.

A pathetic interest attaches to the story of Sir John Bernard, who was left by Sir Francis in America, in supposed wealth, he being the designated heir of the vast grants of land which the governor had accu-

mulated during his official career. The confiscation of Sir Francis Bernard's American property during the governor's life dissipated the prospective patrimony of the young man and left him without means. He inherited nothing but the empty title attaching to the baronetcy, which after the brief and apparently unsuccessful career of its bearer devolved upon Thomas, the next brother in succession. On the death of Sir Thomas the baronetcy passed to Scrope; to-day the title is extinct. Sabine gives brief sketches of the lives of Sir John and Sir Thomas.

Bearing in mind that this is a "family history", it may be said that the author has justified its publication. The typography of the volumes is excellent, the proof-reading unexceptionable. Admirable tables of contents preface each volume and head each chapter. A well-prepared index for the two volumes under consideration is to be found at the end of volume IV.

ANDREW MCFARLAND DAVIS.

*A History of Education in the United States.* By EDWIN GRANT DEXTER, Ph.D., Professor of Education in the University of Illinois. (New York: The Macmillan Company; London: Macmillan and Company. 1904. Pp. xxi, 656.)

THIS book is very attractive in its make-up, but it will prove disappointing to those who hold that the history of education should be history. It is split up into monographs, giving separate accounts of the development of education in its different aspects. Ten times the reader is taken back to colonial beginnings to trace the isolated chronology of some part of our educational system. This is in keeping with the declared purpose of the author to present a mass of fact rather than discussions of historical trend. But instances are far too numerous in which the fact is not even fact. A few representative examples of such inaccuracy may be cited. The story of the founding of the College of William and Mary is thrice told (pages 10, 73, and 234), with each time a different date. Neshaminy, the seat of William Tennent's famous "Log College", is located in New Jersey (p. 64). Jonathan Boucher, the tutor of Washington's stepson, makes a statement which is quoted and assigned to the year 1678 (p. 65), and the context shows that the date is not merely a misprint. The account of the early course of study in public high-schools (p. 174) is misleading. Equally misleading are statements made on pages 78, 199, and 257 concerning Columbia College and the University of the State of New York. For instance, the Board of Regents, as constituted by the act of 1784, was legally much more than "an advisory board for Columbia College" (p. 199). Against the statement (p. 200) that the duties of the State Board of Education in California "are almost entirely confined to the examination and certification of teachers", should be set the fact that this board has nothing to do with the examination of teachers, and that an important part of its duties are those relating to the text-book system of the state.